

Committee

Wednesday, August 7, 2024 4:30 PM

Administration Building, 360 Colborne Street, Saint Paul, Minnesota 55102

1. **CALL TO ORDER**

2. **AGENDA**

2.A. Superintendent's Announcements

2.B. BWP - Planning Presentation

2.B.1. Introduction

2.B.2. Presentation

2.B.2.a. Proposed Search Timeline

2.B.2.b. Outline of the Planning Process

2.B.2.c. DRAFT - Vacancy Announcement

2.B.2.d. Proposed Sites To Publicize The Vacancy

2.B.2.e. An Overview Of The BWP Community Engagement Process

2.B.2.f. DRAFT - Community Survey

2.B.3. Discussion

2.B.4. Action (TBD)

2.C. Policy Review : Students with IEPs

2.C.1. Introduction

2.C.2. Presentation

2.C.3. Discussion

2.C.4. Action (TBD)

2.D. Policy Review : Gender Inclusion

2.D.1. Introduction

2.D.2. Presentation

2.D.3. Discussion

2.D.4. Action (TBD)

3. **ADJOURNMENT**

4. **WORK SESSION**

4.A. B.I.G.G.: Board Initiated Goals Governance

BWP & ASSOCIATES



SAINT PAUL PUBLIC SCHOOLS

*Superintendent Search
School Board Presentation
August 7, 2024*

Finding a Leader for Your Future





Saint Paul
PUBLIC SCHOOLS

BOARD OF EDUCATION

Our Team



Dr. Kevin Castner
BWP & Associates, Director



Steve Griesbach
BWP & Associates, Director



Jane Berenz
BWP & Associates, Associate



Dr. Johnnie Thomas
BWP & Associates, Associate



Dr. Michael Thomas
BWP & Associates, Associate

With a collective experience exceeding 100 years in leadership, teaching, and learning, our team consists of professionals who have served in roles such as Superintendents (totaling 43 years), Curriculum Specialists, Principals, Assistant Principals, coaches, and college professors. They have worked in districts of varying sizes, demographics, and locations. Our main objective is to assist you in finding your next leader, an individual who can "empower and inspire the next generation of learners." Together, we have successfully executed over 75 searches for BWP & Associates.



Saint Paul
PUBLIC SCHOOLS

SUPERINTENDENT SEARCH OBJECTIVES

Foster community and staff support for the search effort by engaging them in the process.

Complete search within the Board's timeline, budget, and expectations

Create a process that aids the Board in identifying the most suitable candidate.

Recruit exceptionally skilled candidates.

Diversity in Placement

During the last 5 years

37 MINORITIES

52 WOMEN



BWP Portfolio

Examples of Searches Successfully Completed

Minnesota Searches -

- Minneapolis
- Duluth
- Edina
- Minnetonka
- Prior Lake-Savage

National Searches-

- Chicago, IL
- Columbus, OH
- Pittsburgh, PA
- Prince William County, VA
- Charlotte-Mecklenburg, NC
- Savannah-Chatham, GA

Finding the RIGHT Leader

FIVE-STEP METHODOLOGY

01.

*Search Planning
Preparation*

02.

Specification

03.

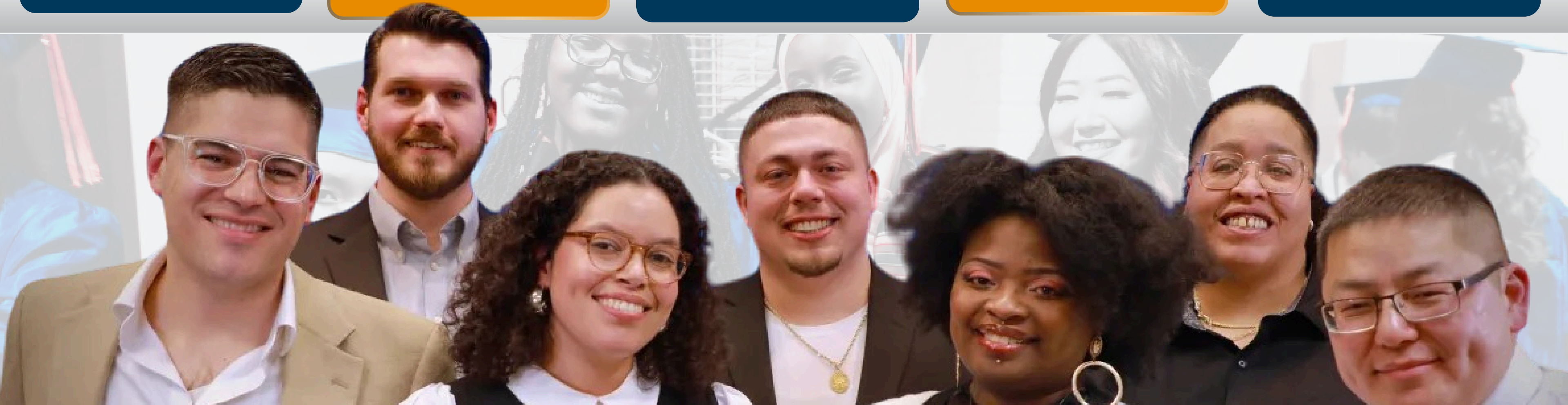
Recruitment

04.

*Assessment of
Candidate*

05.

*Selection of
Superintendent*





01.

Search Planning/ Preparation

Key Board Decisions

- Calendar
- Communication
- Confidentiality
- Community Engagement

PROPOSED SEARCH TIMELINE

5-STEP PROCESS

PROPOSED TIMELINE

ACTION STEPS

01. SEARCH PLANNING/PREPARATION

02. SPECIFICATIONS

August -September

- **BWP Consultants lead community engagement**
- **BWP conducts community surveys**
- **BWP reports results**
- **The board approves the profile**

03. RECRUITMENT

August -November

- **BWP receives and reviews applications**
- **BWP completes reference checks**
- **BWP presents candidates to the Board**
- **BWP completes reference checks**
- **BWP presents candidates to the Board**

04. ASSESSMENT & SELECTION

05. SELECTION OF SUPERINTENDNET

December -January

- **The Board selects candidates for interviews**
- **The Board receives Protocol Training**
- **The Board conducts the first and final interviews**
- **The Board selects the new superintendent and negotiates contract**
- **The Board introduces superintendent to the community**
- **Superintendent begins on or before TBD**

OUR FOCUS IS **MATCH AND FIT** Contact Us

BWP & ASSOCIATES

**Kevin Castner
Steve Griesbach**



Superintendent Search Timeline

Saint Paul Public Schools

September 3	Launch Marketing Campaign Markets position and provide application information
September 9 - 10	Engagement: Focus Groups and Open Forums In person and online options
September 10 - 25	Online Survey Open Available to all residents, parents, staff, administrators, and students
October 8	Community Engagement Report/Draft Leadership Profile <ul style="list-style-type: none">• Board presentation will take about 30 minutes and include data from community survey, focus groups, and Board of Director interviews• Draft of Leadership Profile presented to Board for approval
November 5	Application Deadline BWP Interviews top Applicants Consultants interview top applicants and conduct initial background investigations
November 19	BWP Candidate Slate Presented to Board and Board Workshop We will share with the Board the 4 - 7 candidates who best match SPPS Leadership Profile and prepare the Board to interview and select a new superintendent
December 3 - 5	First Round Interviews Board conducts interview of members of candidate slate (1 -1.5 hours per candidate) If more than 4 candidates, the Board will need to schedule 2 days for the interviews.
December 16 - 19	Board Second Round Interviews The second round of interviews are with the 3 finalists. The Board often identifies a top candidate afterwards
January 21	Board Appoints New Superintendent Approves contract and starting date

Superintendent Search Planning Meeting

BWP & Associates

Defining the Search

1. Who will be involved in selecting the next superintendent for your school district?
 - a. Board members only
 - b. Board members and a select committee of stakeholders
 - c. A search committee and the Board
2. Will this search be confidential, semi-confidential, or open?
 - a. Confidential until finalist is named
 - b. Not confidential
3. Do you wish for this search to be more focused on local/state candidates and/or national candidates?
4. What is the budget for marketing this search (purchasing advertisements)?
 - a. BWP utilizes free websites whenever possible (IASA, K-12 Job Spot, BWP website)
 - b. Paid online listings if chosen—AASA, EdWeek, NABSE, ALAS
5. When would you like to appoint your next superintendent?

Engagement

6. Do you wish to engage your stakeholders in the search process? If so, which stakeholders/stakeholder groups?
 - a. Focus groups
 - b. Open forums
7. Do you wish to use the BWP online survey to gather data from your community about the personal qualities, experiences, and skills community members believe are most important to the success of your next superintendent?
8. BWP consultants typically interview Board members individually in person or by phone. Will that work for you?

Search Timeline

9. When is the best time to launch the search?
10. What are the best dates and times for BWP consultants to do work with the Board on the following topics?
 - a. Presentation of community engagement data and draft leadership profile
 - b. Workshop on effective interviewing strategies
 - c. Introduction to the slate of candidates for Board interviews

Candidate Interviews

11. What interview format works best for you? Online? In-person? Combo?
12. What is your budget for candidate travel for interviews, should that be needed?
13. How do you envision the interviews with the finalist candidates?

Communication and Logistics

14. Who is the Board's point person to communicate with the BWP consultants?
15. Who is/are school district employees who can assist the consultants with logistical issues within the school district?
 - a. Technology
 - b. Communication
 - c. Scheduling meetings
 - d. Posting information to school district webpage
16. Who will be the official spokesperson for the Board with the community and media?
17. Do you have a communications process/person that you would like to use to keep the community informed of the progress of the search?
18. How would you like the consultants to communicate with the full Board of Education?



Saint Paul
PUBLIC SCHOOLS

Invitation to Apply for Superintendent of Schools Saint Paul, Minnesota DRAFT

The Saint Paul Board of Education seeks a dynamic and inspirational leader who embraces the mission, vision, and values of the [Saint Paul Public Schools](#). The ideal candidate will be a visionary instructional leader, effective communicator, and collaborative manager with a strong record of accomplishments as a school district leader.

In addition, the next SPPS superintendent must be able to possess the following knowledge, skills and abilities:

- Comprehensive understanding of large urban school district operations
- Expertise in budgeting, finance, and fiscal stewardship
- Thorough familiarity with urban school environments
- In-depth understanding of school reform trends
- Proficiency in standards-based school system and improvement processes
- Understanding of development and educational needs across age groups (pre-k - adult learners)
- Exemplary performance expectations (must demonstrate by word and example the high level of performance expected of all students and demonstrate the high standards expected of all staff)
- Collaborative, inspirational, and effective leadership style
- An ability to engage and build relationships that motivates communities
- Equity-focused decision making (clear understanding of the systemic inequities that have existed within educational institutions and their impacts on teaching practices and learning and an ability to use an equity lens in making decisions)

The Saint Paul Public Schools

Saint Paul Public Schools offer a world of opportunities for a multicultural population of approximately 30,000 students, from pre-kindergarten through grade 12, in its more than 69 schools, programs, and learning sites. In addition to school-age children, SPPS serve the youngest of learners from birth to age 5 and adults who are learning English or getting an adult diploma or G.E.D. A commitment to developing each student's individual potential has driven SPPS to become a national pioneer in school choice, special education, and Multi-language Language Learner Programs.

Saint Paul Public Schools radiate a multicultural energy that prepares students to be successful in the global economy. About 29% of SPPS students identify as Asian; 23%

Caucasian, 24% African American, 15% percent Latino/Hispanic, 9% bi/multi-racial, and 2% American Indian. Students whose home language is not English comprise one-third of the student population.

Individuals are drawn to SPPS due to its unwavering dedication to fostering academic growth and success for all students. SPPS is proud of its team of exceptionally skilled and devoted professionals who apply their talents to transform educational obstacles into avenues for student advancement.

To apply, please complete an online application and submit a resume, letter of interest, three current letters of reference, proof of appropriate licensure, and complete copies of transcripts at [BWP & Associates, Ltd.](#) All applications and inquiries will be treated with the utmost confidentiality allowable under Minnesota law

A nationally competitive compensation package will be offered to the successful candidate. Each candidate will be informed of the Board's selection and appointment of the new Superintendent. The final appointment is the sole responsibility of the School Board.

Applications are due to BWP & Associates by November 5, 2024
Start date and compensation are subjects of negotiation.

For additional information, contact BWP search consultants:

Kevin Castner, BWP Director	434.531.8171
Steve Griesbach, BWP Director	708.822.8706
Jane Berenz, BWP Associate	952.270.1728
Johnnie Thomas, BWP Associate	773.469.4249
Michael Thomas, BWP Associate	763.639.3809

Advertisement Options

Saint Paul Public Schools Superintendent Search

Education Week

\$895 per 60 day block on website

AASA - American Association of School Administrators

\$409 for 60 day block on website

NABSE - National Alliance of Black School Educators

\$600 for 60 day block on website

ALAS - Association of Latino Administrators and Superintendents

\$250 per 6 week posting on website and social media

Minnesota Association of School Administrators

No Cost

Minnesota School Boards Association

No Cost if SPPS subscribes to its services

BWP Website

No Cost

K-12 Job Spot

No Cost

MINN American Indian ListServe at the University of Minnesota

No Cost

Harvard University's Urban Superintendent Program Network

No Cost

Urban Superintendents Association of America

No Cost

Community Engagement

Feedback from the BWP community engagement process will help the search consultants to build a leadership profile for Board approval that will paint a picture of the characteristics needed in your next superintendent. The proposed community engagement process will include focus groups with identified school and community leaders, public forums open to all members of the school community, and an online survey that is also open to all members of your school community.

The BWP engagement process focuses on 3 essential questions:

- What are the greatest strengths of Saint Paul Public Schools?
- What are the greatest challenges facing Saint Paul Public Schools?
- What skills, experiences, and person qualities does the next superintendent of Saint Paul Public Schools need to successfully lead your school district?

Organizing Community Engagement

It is possible with our expanded BWP team to host over two days 40 in-person stakeholder meetings, up to 18 online meeting, and 5 community forums. In planning for community engagement, we suggest the following steps:

1. Identify staff contact persons who will assist in planning the logistics of the engagement process. We have to rely on the district staff to organize the details of selecting and scheduling these events because only internal staff knows what locations should be used, how to schedule the locations, and how to best communicate with participants. We will also need to work with your tech department and communications staffs to develop publicize engagement opportunities and provide access to the online survey.
2. The Board identifies the specific groups to participate in focus groups. We recommend beginning with established groups—PTO/PTA leadership, parent advisory groups, Educational Foundation leaders, union leadership, principals, district-level administrators, governmental and community leaders, faith-based leadership, teacher affinity groups, student leadership groups, etc.
3. The identified district staff person collaborates with BWP to invite community participation in focus groups and open forums and communicate the options available to every member of you school community to participate in at least two engagement activities.
4. BWP consultants and district staff will work collaboratively to address any barriers to participation in engagement activities and support an inclusive process.

BWP Community Engagement Resources

BWP consultants can provide resources that will make the engagement process more successful and less burdensome for the Board and staff. These resources will include:

- An explanation of the community engagement process, to give an overview of its purpose and the parts of the process;
- An example of a possible meeting schedule. Meeting times can be altered as appropriate to meet your needs;
- Sample letters and emails that can be used to communicate and invite participants to meetings; and
- Sample releases that can be used to publicize open forums and the online survey.

Intended Community Engagement Outcomes

1. Opportunities to provide input for the Board to consider when selecting the next superintendent
2. Qualitative and quantitative data to support the development of a Leadership Profile
3. Public awareness of the search process and the roles the community and Board play in the selection of the next superintendent
4. Greater community understanding of the search process
5. Opportunities to ask questions and be heard

DRAFT

St. Paul Public Schools Superintendent Search Survey

The Board of Education of St. Paul Public Schools, with assistance from BWP & Associates, is conducting a national search for the next Superintendent of St. Paul Public Schools. As part of the search process, members of the St. Paul Public Schools' community and staff are being asked to provide feedback through this survey about the experiences, qualities, and skills the next superintendent must possess and demonstrate. The information collected will be used to help formulate a leadership profile for the school division's next superintendent.

Please share your ideas by completing the following survey no later than midnight on (date). All survey responses are completely confidential and anonymous. On the questions that specifically ask you to choose three items (questions 3,4,5, and 7), be sure to choose at least one but no more than three items or you will not be able to advance through the survey.

After you complete the survey, if you have additional comments, please email them to BWP Consultant Dr. Kevin Castner at kccastner@protonmail.com. Thank you for taking this survey and assisting with this process.

1. Please indicate all which apply to you:

I live in the attendance area for St. Paul Public Schools.
My children attend St. Paul Public Schools.
My children attended St. Paul Public Schools.
I am a student in a school in St. Paul Public Schools.
I represent a current non-child household.
I volunteer in St. Paul Public Schools.
I am retired.
I hold an elected political office.
I am employed by St. Paul Public Schools.
I am not employed by St. Paul Public Schools

2. If you are employed by St. Paul Public Schools, please specify your position:

Teacher
Administrator
Other certified staff
Support staff (includes secretary, instructional assistant, custodian, bus driver, food service, maintenance)

3. Select from the list below the three most significant strengths of the district:

Supportive community
Excellent teachers and staff
Size of district
Location of district
Available resources
Good school facilities
Supportive parents
Reputation of district
Welcoming and safe school environments
High expectations for all students
Financial management
Technology
Effective leadership
Culturally responsive classroom instruction
Curriculum
Educational options and programs

4. Select from the list below the three most important skills you would like to see in a superintendent:

Communication and listening skills
Instructional skills which help sustain the cultures, languages, and experiences of students and advances academic achievement for all students
Managerial skills which employ a collaborative decision-making style
Financial skills
Organizational skills
Leadership skills which deepen strategic recruitment of high quality, diverse teachers and staff
Interpersonal skills capable of building authentic relationships with students, staff, and families
Public relations skills recognizing appropriate informational needs of the community the division serves

5. Select from the list below the three most important characteristics you would like a superintendent to exhibit:

Commitment to the community
Enthusiasm
Integrity
Good judgment
Innovation
Adapts well to change
Team builder
Change agent

Risk taker
Negotiator
Peacemaker
Visionary

6. For each of the items below, indicate whether you believe the item is either extremely important, important, or not important in the new superintendent:

	extremely important	important	not important
Doctorate degree			
Experience as a superintendent with a proven record of success			
Experience as a superintendent in a district of similar size			
Experience as an assistant superintendent			
Experience as a district level administrator			
Experience as a principal			
Experience as a classroom teacher			
Experience in finance			
Experience in personnel			
Experience in instruction			
Experience in facility construction and management			
Experience with technology			
Experience in a multi-cultural environment			
Experience in advancing racial equity with demonstrated success			
Experience in strategic planning			
Experience in the Mid-West			

7. What do you consider to be the three most important issues or concerns facing the district in the next five years?

Building stronger community relationships
Improving curriculum
Addressing enrollment growth/decline
Facilities
School safety
Funding
Instructional options and programs that provide pathways for all students to find success
Personnel which reflect high-quality, diverse teachers and staff
Technology

Thank you for completing this survey. The results will be shared with St. Paul Board of Education by the BWP consultants assisting with its search for St. Paul's' next

educational leader. If you have additional comments, please email them to BWP Consultant Dr. Kevin Castner at kccastner@protonmail.com

Be sure to submit your survey by clicking the submit button below. You will be redirected to the St. Paul Public Schools' homepage which means your survey has been submitted.

Thank you again for your participation.



Saint Paul
PUBLIC SCHOOLS

Board Policy 509: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds

Committee of the Board | August 7, 2024

Policy 509

Why are we proposing this policy?

Required per [Minnesota Statute 121A.55\(f\)](#)

- Statute passed in 2023 legislative session
- The statute specifically states, "Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds."

Policy 509

[Click to view updated draft policy](#)

Policy 509 Overview

Purpose of policy: The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

General statement: If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy. The district will adhere to all state and federal special education requirements to ensure the rights of students with disabilities are adhered to.

What Will Change Once This Policy Is Adopted?

Nothing.

Historically, we have been following these procedures. We are now proposing to adopt a policy based on statute requirements to have a policy.

This policy will not result in an increased presence of law enforcement in our schools.

What Does it Look Like In Practice?

- Here in SPPS, it is very rare that we remove students with Individualized Education Program (IEPs) from school grounds.
- When it does happen, 99% of times it is internal staff (not police) that is removing students with IEPs
 - Security and Emergency Management (SEM) team members drive the student(s) home; many times a social worker is accompanying SEM
 - SEM follows the parameters of the student's IEP
- In response to the behavior, the district/school work with parent(s)/guardian(s) to continually review student's IEP and update it

Questions from Policy Work Group

Q: Is it up to the building administrator to choose when to remove?

A: It is usually a team approach, but yes, the building administrator is the ultimate decision-maker.

Q: Is there training involved around discretion in calling law enforcement and getting to a point of removal?

A: There isn't anything in statute that says when we can/cannot call law enforcement. And, just because law enforcement is called in, doesn't necessarily mean that the student automatically gets removed.

A: We use Nonviolent Crisis Intervention (NCVI) methods.

Q: Is there data that shows how often we call law enforcement?

A: Yes, we have data. We also have data on how many students get arrested which is shared at the end of the school year by SEM

Questions & Next Steps

- Questions?
- Next Steps:
 - If approved at COB, begin the first of three required readings at the August 20, 2024 BOE meeting.



Gender Inclusion Policies

- **Policy 500.00 (Students) - Update**
- **Policy xx.xx - (Staff) - Proposed**

Committee of the Board - August, 6, 2024
Myla Pope, Director, Office of Equity

Policy 500.00 - Gender Inclusion

Why are we proposing to amend this policy?

- Policy was adopted 3/17/2015 and has not since been updated
 - Terminology and other language in the policy needs to be updated
 - Audience and scope also needs to be considered
 - The current policy is limited to students
 - The current policy sits within the gender binary

Policy 500.00 - Shifts

- Policy 500.00 will be exclusive to students
- See all proposed changes to Policy 500.00 [HERE](#)

Policy 500.00 - New Language

Item	Rationale
Purpose Statement: This policy addresses the inequities some students, including intersex, transgender, gender diverse, and gender creative students, confront as they navigate a system designed using a cisgender, binary model.	<ul style="list-style-type: none">• Shifted the existing General Statement to the Purpose Statement.• Updated language to include current terminology.
General Statement of Policy: The students of Saint Paul Public Schools (SPPS) deserve respectful and inclusive learning environments that foster a sense of belonging and value their gender identity and gender expression. SPPS ensures that all students have access to programming and facilities in which they feel comfortable, safe, and supported.	<ul style="list-style-type: none">• Shifted the existing Purpose Statement to the General Statement.• Updated language to be more inclusive.

Policy 500.00 - New Language

Item	Rationale
Definitions - All definitions will be identified by a letter instead of a number.	Shift that occurred with the format of policy template that is being used.
D. Gender Identity refers to a person's deeply held sense or knowledge of their own gender, including their name and pronouns.	Updated language to add consideration for name and pronouns.
E. Gender Diverse is an umbrella term that refers to someone who identifies and/or expresses themselves outside of the gender binary. Their gender identity and/or expression may not fit neatly into a category based on stereotypical gender constructs.	Replaced the language of Gender Nonconforming and expanded on the definition of Gender Diverse .

Policy 500.00 - New Language

Item	Rationale
F. Gender Creative is an umbrella term that refers to someone who is exploring their gender identity beyond their assigned gender at birth and/or the gender binary. It may also be a term to identify their gender outside of stereotypical gender constructs.	Added definition to support updated policy language.
G. Cisgender refers to someone whose gender identity matches the gender they were assigned at birth.	Added definition to support updated policy language.

Policy 500.00 - New Language

Item	Rationale
I. Intersex is an umbrella term that refers to people who are born with variations in sex traits or reproductive anatomy. There are a wide variety of differences among these traits, which might not fit inside stereotypical assumptions of male or female bodies. These variations include internal and/or external anatomy, hormones or chromosomes.	Expanded language to provide more information related to the term intersex.
J. Transgender is an adjective describing persons whose gender identity or expression is different from the gender they were assigned at birth.	Updated to current language/terminology.

Policy 500.00 - New Language

Item	Rationale
IV. Ensure Gender Inclusiveness Statement: SPPS staff and systems ensure equitable and inclusive access to programming and facilities. In accordance with procedure, the District will:	Added the word equitable.
Ensure Gender Inclusiveness: A. Respect the gender identity and gender expression of all students' by honoring their right to be identified and addressed by their self-identified name and pronouns.	Added the item to be inclusive of gender identity, gender expression, and the use of and being addressed by self-identified names and pronouns.

Policy 500.00 - New Language

Item	Rationale
<p>Ensure Gender Inclusiveness:</p> <p>B. A Student Support Team will meet to determine a Student Support Plan. The Student Support Team will consist of the student, parent(s) or legal guardian(s) when possible, a school counselor, a school social worker, and the principal or the principal's administrative designee. The student may also invite an additional adult advocate to the team, if they feel the support would be beneficial.</p>	<p>The Student Support Team is referenced in the procedural documents and is an important part of ensuring that gender inclusiveness is supported at the building level.</p>
<p>Ensure Gender Inclusiveness:</p> <p>E. Provide all students with access to facilities that best align with students' gender identity, and/or the facilities the student feels comfortable and safe accessing.</p>	<p>Additional language was added to protect gender diverse students that do not align to the gender binary.</p>

Policy 500.00 - New Language

Item	Rationale
Legal References: U.S.C. Amend.XIV § 2 (Equal Protection Clause of the 14th Amendment)	To include an additional related legal reference.
Cross References to District Policies: 501.03 Student Dress Code	To include recently adopted district policy.

Policy 500.00 - Additional Considerations

- Moving beyond the gender binary
 - Consider a facilities audit to ensure that all students have access to facilities that extend beyond the gender binary.

Policy 500.00 - Questions & Next Steps

- Questions?
- Next Steps
 - Determine feasibility of facilities audit to support the revision of the Gender Inclusion Policy
 - Upon COB approval, begin the first of three required readings to the Board of Education

Policy xx.xx - Gender Inclusion - Staff

Why are we proposing the adoption of this policy?

- The current Gender Inclusion Policy is exclusive to students
- See proposed policy [HERE](#)

Policy xx.xx - Gender Inclusion - Staff

Purpose of policy: This policy addresses the inequities some staff, including intersex, transgender, gender diverse, and gender creative staff confront as they navigate a system designed using a cisgender, binary model.

General Statement of policy: The staff of Saint Paul Public Schools (SPPS) deserve respectful and inclusive work environments that foster a sense of belonging and value their gender identity and gender expression. SPPS ensures that all staff have access to inclusive professional development opportunities, work settings, and facilities in which they feel comfortable, safe, and supported.

Policy xx.xx - Gender Inclusion - Staff

Additional definition beyond terms used in policy for students:

K. Transitioning refers to the process of someone making changes to live according to their gender identity, also known as gender affirmation.

- Additional language is included in the final definition for transitioning.

Policy xx.xx - Gender Inclusion - Staff

IV. Ensure Gender Inclusiveness

B. Within professional development and work meetings, prohibit the separation of staff and/or work materials based upon gender unless it serves as a compelling andragogical approach and/or pedagogical tool.

D. Employees often continue to work while they transition. Administrators and supervisors must be sensitive to transgender, gender diverse, or gender creative employees' reported concerns related to issues of belonging, safety, privacy, and needs associated with transitioning under the Minnesota Human Rights Act.

Policy xx.xx - Gender Inclusion - Staff

IV. Regulations (Additional Section)

- A. Confidentiality and Privacy
- B. Official Records
- C. Dress Code

Policy 500.00 - Additional Considerations

- Moving beyond the gender binary
 - Consider a facilities audit to ensure that all staff have access to facilities that extend beyond the gender binary.

Policy xx.xx - Questions & Next Steps

- Questions?
- Next Steps
 - Determine feasibility of facilities audit to support the proposed Gender Inclusion Policy for Staff
 - Upon COB approval, begin the first of three required readings to the Board of Education